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DEVELOPING LISTENING COMPREHENSION SKILLS BASED ON THE USE OF E-LEARNING TOOL IN THE PROCESS OF FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

The article deals with the problem of formation of communicative competence through listening comprehension via e-learning tool in English. E-learning tools enable learners to practice listening comprehension, providing an interactive and engaging learning experience. Exercises, provided by e-learning textbook, help students to develop their listening comprehension skills in context, allowing them to better understand the authentic language as it is spoken naturally.

Today, an important component of the higher education training of specialists is the study of a foreign language.

Language competence, practical mastery of the language is considered a fundamental skill necessary for a fruitful educational and professional activity.

Foreign language communicative competence for law enforcement officers is essential in today's increasingly diverse society. Officers who are proficient in foreign languages can better serve and communicate with individuals from different cultural backgrounds, including victims, witnesses, and suspects. They can also build trust and rapport with members of these communities and effectively handle situations that arise.

In particular, foreign language communicative competence for law enforcement officers may involve specialized vocabulary and the ability to communicate effectively in different settings, such as during interviews or interrogations. Officers may also need to understand nuances in cultural communication styles and etiquette in order to work effectively with individuals from different backgrounds.

For students, acquiring communication skills has many benefits. They gain self-confidence and independence, and are more successful in learning and interpersonal communication in and out of the classroom. It is important for students to understand the language they are learning and respond appropriately in order to become competent users of that particular language.

An analysis of modern psychological and pedagogical literature has allowed us to define communicative competence as the ability to understand language and perform linguistic communicative activities in order to carry out professional purposes.

Foreign language speech of students is not only the goal of the learning process, but also becomes a means to achieve this goal.

The specificity of teaching a foreign language lies in the fact that students master the language in an artificial language environment due to the lack of natural one. The task of the teacher is to activate the cognitive activity of students in the process of teaching a foreign language, create conditions for practical language acquisition for each student, choose such teaching methods that would allow everyone to show their activity, their creativity.

In this case the modern world dictates the need for widespread use of computer technology and various technical teaching aids. Therefore, it is quite natural that in the teaching of a foreign language, new opportunities for using information and communication technologies have found a wide variety of applications.

The use of computer technology in foreign language classes can be presented in various variations: working with specialized websites, searching for the necessary information on the Internet, watching authentic films and videos, using educational programs and games, etc. Currently, a very effective and affordable method when teaching foreign languages is the use of e-learning tools.

An e-learning textbook allows you to implement the principles of a differentiated and individual approach to learning. With the help of electronic manuals, it is possible to most effectively practice, consolidate and test such types of speech activities as listening and reading, as well as to form and develop the grammatical, lexical and sound-producing skills of students.

An electronic textbook, as noted by O. B. Tyshchenko, is a computer pedagogical software tool designed primarily for presentation of new information that complements printed publications, serves for individual and individualized learning and allows to a limited extent, test the level of acquired knowledge and skills of the student [1].

Features of the e-learning textbook are presented in detail in the manual by V. S. Toiskin «Theoretical foundations for the development of electronic educational publications»:

1. An e-learning textbook should contain a minimum of textual information, due to the fact that prolonged reading of text from the screen leads to significant fatigue and, as a result, to a decrease in the level of perception.

2. E-learning textbooks should contain a large amount of illustrative material. To limit the volume of the textbook, it is advisable to use packaged graphic file formats (GIF, JPEG), use a limited color palette or vector graphic files.

3. The use of video clips allows you to convey processes and phenomena in dynamics. Despite the large file sizes, it is advisable to use them, since in this case the interest of students increases, the quality of knowledge improves.

4. In traditional teaching, verbal means predominate when presenting new material. In this regard, the use of audio fragments in an e-learning textbook allows not only to bring it closer to the usual ways of presenting information, but also to improve the perception of new material, while activating not only the visual, but also the auditory centers of the brain.

5. The e-learning textbook should contain hyperlinks to the elements of the textbook and, possibly, have links to other electronic textbooks and reference books. It is desirable to have content with a quick transition to the desired chapter or page.

6. It is possible, for example, using OLE technology (Object Linking and Embedding), to launch other computer programs for showing examples, testing and other purposes.

7. The layout of textual, graphic and other material is of exceptional didactic importance. The quality of perception of new information, the possibility of generalization and analysis, the speed of memorization, the completeness of assimilation of educational information largely depend on the information location of on the computer screen [2, p. 24].

Currently, foreign language teachers of the Department of Social and Humanitarian Disciplines are working on compiling an e-learning tool focused on developing the necessary competencies of future law enforcement officers. Therefore, the study of this issue is relevant in the selection of material for subsequent productive use in the educational process.

The electronic manual allows you to bring together the necessary learning tools that contribute to the creation of an environment close to natural. Students can hear foreign language speech, analyze its lexical and phonetic composition, thereby improving speech perception, and subsequently organize their communication activities according to the presented samples that are

relevant in live foreign language communication, which combines all types of language skills — listening, speaking, reading and writing. It is important to remember that successful communication requires the development of two fundamental skills that are inextricably linked to each other: speaking and listening.

Listening is an essential component of communication. In real life, listening and speaking are always integrated, so the teacher should encourage the development of these two skills in interaction.

Listening consists of the ability to differentiate received sounds, integrate them into semantic complexes, keep them in memory during listening, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. Listening is not only the reception of a message, but also includes the preparation in internal speech of a response to what is heard.

It is important for students to develop listening comprehension skills in language learning because it enables learners to understand spoken language and interact with native speakers. Even if a person has strong reading, writing and speaking skills, they will not be effective communicators if they cannot understand what others are saying. Listening comprehension enables students to better communicate with native speakers, as it allows them to understand the nuances of the language, including variations in pronunciation, intonation, and idiomatic expressions. Additionally, developing listening comprehension skills helps students boost their confidence when communicating in the foreign language and can make language learning more enjoyable and rewarding. It also expands students' exposure to the culture and people of the target language and creates opportunities for deeper cultural understanding and appreciation.

To develop listening skills, learners should be exposed to authentic materials such as movies and videos, TV shows, radio programs, podcasts, blogs and music. They should also practice listening to different accents and speech patterns to improve their ability to understand diverse speakers. The basic is making connections between what they hear and related vocabulary and grammar concepts they have learned. Active listening strategies such as taking notes, asking questions, and summarizing can also help learners to better comprehend spoken language.

The use of authentic materials and real life situations can naturally lead to skill integration, as this is the case in real life. Skills integration introduces foreign language learners to an authentic language and makes them naturally communicate in that language [3]. Thus, language becomes a real means of communication and exchange of opinions between people. It also allows the teacher to bring variety to the classes, because the range of tasks is wider.

Many electronic textbooks now include audio and video components, which can enhance the learning experience and help learners practice their listening skills. Here are some ways to form and develop listening comprehension skills via e-learning textbooks that we also use while working on our e-learning tool in English:

1. Listen to dialogues. E-learning textbooks often include recorded dialogues or conversations that simulate real-life situations. Listening to these dialogues helps learners to develop their listening comprehension skills in context, allowing them to better understand the language as it is spoken naturally.

2. Practice with exercises. Many such textbooks also include exercises that require learners to actively listen to the audio components before answering questions or completing tasks. These exercises can test comprehension, reinforce vocabulary and grammar, and help students to develop their listening skills.

3. Watch videos. Some e-learning tools include videos that provide visual context for the language being spoken. Based on our experience of using such electronic resource, we can confirm that using videos helps learners to develop their listening skills by placing the language in a real-life context.

4. Use self-assessment tools. It's better to include in the e-learning tool structure self-assessment instruments that allow learners to test their own listening comprehension skills. This helps learners to identify areas of weakness and focus their efforts on improving those areas.

Incorporating these components into language lessons contribute not only to forming listening comprehension skills, but also developing confidence and motivation.

Effective listening strategies include predicting the content of a conversation, focusing on keywords and context, and using visual aids to support comprehension. Learners should also be engaged in active listening by asking questions, summarizing what they hear, and responding appropriately.

The development of listening skills occurs not only through listening. The listener also reacts to the speaker or asks questions for clarification. The main task of listening is the perception of a foreign language speech, therefore, with this form of work, it is necessary to use a variety of tasks, create communicative situations that make it possible to determine the degree and possibilities of assimilation by students of the studied material. Work with situations is organized in stages, which enables students to actively participate in communication, discussion on the aspects being studied, helping them overcome insecurity without creating discomfort.

In this regard, the integration of listening and speaking during training is necessary, since it is required to focus not only on learning the grammar of the language being studied, but also on communicating in this language, which emphasizes the importance of integrating these two skills.

Thus, listening occupies an important place in the study of a foreign language, being both a goal and a means of learning. It makes it possible to master the sound side of the studied language, its phonemic composition and intonation: rhythm, stress, melody. At the same time, listening makes it easier to master speaking.

To develop communicative competence through listening comprehension, learners should:

1. Listen actively. Active listening involves paying attention to the speaker's words, tone, and body language. Learners should focus on understanding the message and context of the spoken language.

2. Practice regularly. Consistent practice is essential for improving listening skills. Learners should listen to a variety of materials, such as news broadcasts, podcasts, songs, and films, to expose themselves to different accents and speaking styles.

3. Use authentic materials. Authentic materials, such as TV shows, movies, and radio programs, provide learners with exposure to real-life language use. This helps learners develop their ability to understand spoken language in context.

4. Use technology. Technology can enhance language learning by providing access to a wide range of electronic resources and interactive activities that can improve listening comprehension skills.

5. Seek feedback. By completing interactive tasks students get the immediate results of their comprehension. Also feedback from teachers or peers can help learners to identify areas where they need improvement and provide guidance on how to improve their listening skills.

E-learning textbooks provide learners with a variety of tools and resources to improve their listening comprehension skills in foreign language. They enable learners to practice their skills in a self-paced, personalized environment, providing a valuable supplement to traditional classroom instruction. Developing foreign language communicative competence through listening comprehension is a crucial aspect of language learning and requires active engagement with the language, consistent practice, exposure to authentic materials, and the use of technology and feedback to enhance learning. By focusing on listening, learners can improve their ability to understand spoken language, which is essential for effective communication in any language.

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ФОРМИРОВАНИЕ НАВЫКОВ АУДИРОВАНИЯ НА ОСНОВЕ ИСПОЛЬЗОВАНИЯ ЭЛЕКТРОННОГО УЧЕБНОГО РЕСУРСА В ПРОЦЕССЕ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

В статье рассматривается проблема формирования коммуникативной компетенции посредством аудирования с помощью электронного учебного ресурса по английскому языку. Инструменты электронного пособия позволяют обучающимся практиковать восприятие речи на слух, обеспечивая интерактивное и увлекательное обучение. Задания, представленные в электронном ресурсе, помогают учащимся развивать навыки понимания на слух в контексте, позволяя им лучше понимать аутентичный язык, который используется в естественной иноязычной среде.